

## KENSINGTON ELEMENTARY

86 Kensington Blvd.  
Georgetown, South Carolina 29440

**GRADES** PK-5 Elementary School

**ENROLLMENT** 560 Students

**PRINCIPAL** Capers W. Johnston 843-546-8511

**SUPERINTENDENT** Dr. Charles Gadsden 843-436-7000

**BOARD CHAIR** Charlesann H. Buttone 843-436-7000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
9	67	16	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

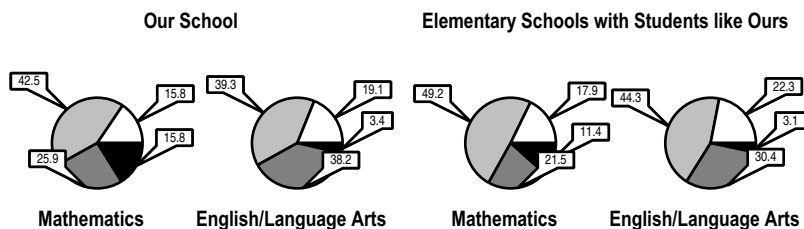
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




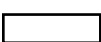
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	YES
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	44	67	69
Percent satisfied with learning environment	100.0%	89.6%	92.5%
Percent satisfied with social and physical environment	100.0%	90.9%	89.7%
Percent satisfied with home-school relations	97.6%	91.0%	90.9%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	299	100.0	19.1	39.3	38.2	3.4	41.6	17.6
<b>Gender</b>								
Male	153	100.0	22.1	41.9	33.1	2.9	36.0	17.6
Female	146	100.0	16.0	36.6	43.5	3.8	47.3	17.6
<b>Racial/Ethnic Group</b>								
White	161	100.0	12.6	34.4	47.7	5.3	53.0	17.6
African-American	131	100.0	28.4	47.7	22.9	0.9	23.9	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	258	100.0	13.3	39.9	42.9	3.9	46.8	17.6
Disabled	41	100.0	58.8	35.3	5.9	N/A	5.9	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	299	100.0	19.1	39.3	38.2	3.4	41.6	17.6
<b>English Proficiency</b>								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	297	100.0	18.8	39.1	38.7	3.4	42.1	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	170	100.0	27.3	42.7	28.7	1.4	30.1	17.6
Full-pay meals	128	100.0	9.7	35.5	49.2	5.6	54.8	17.6

<b>Mathematics</b>								
All students	299	100.0	15.8	42.5	25.9	15.8	41.7	15.5
<b>Gender</b>								
Male	153	100.0	18.4	41.2	25.0	15.4	40.4	15.5
Female	146	100.0	13.1	43.8	26.9	16.2	43.1	15.5
<b>Racial/Ethnic Group</b>								
White	161	100.0	7.3	39.1	29.1	24.5	53.6	15.5
African-American	131	100.0	28.7	47.2	20.4	3.7	24.1	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	258	100.0	10.3	42.7	28.9	18.1	47.0	15.5
Disabled	41	100.0	52.9	41.2	5.9	N/A	5.9	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	299	100.0	15.8	42.5	25.9	15.8	41.7	15.5
<b>English Proficiency</b>								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	297	100.0	16.1	41.8	26.1	16.1	42.1	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	170	100.0	24.6	47.9	23.9	3.5	27.5	15.5
Full-pay meals	128	100.0	5.6	36.3	28.2	29.8	58.1	15.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	90	N/A	18.2	30.7	46.6	4.5	51.1
	Grade 4	79	N/A	12.7	45.6	36.7	5.1	41.8
	Grade 5	100	N/A	19.6	52.2	28.3	N/A	28.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	100.0	16.3	34.7	41.8	7.1	49.0
	Grade 4	107	100.0	19.6	38.0	40.2	2.2	42.4
	Grade 5	84	100.0	22.1	46.8	31.2	N/A	31.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	90	N/A	19.1	47.2	21.3	12.4	33.7
	Grade 4	79	N/A	16.5	30.4	26.6	26.6	53.2
	Grade 5	100	N/A	23.9	32.6	20.7	22.8	43.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	100.0	21.4	46.9	26.5	5.1	31.6
	Grade 4	107	100.0	14.1	33.7	28.3	23.9	52.2
	Grade 5	84	100.0	10.5	47.4	22.4	19.7	42.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 560)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.8%	Down from 1.6%	2.9%	2.4%
Attendance rate	92.7%	Down from 95.5%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.9%	Down from 26.6%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.1%	Up from 5.5%	8.6%	8.0%
Older than usual for grade	0.7%	No change	0.9%	1.1%
Suspended or expelled	0.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	53.1%	Down from 57.1%	49.6%	50.0%
Continuing contract teachers	87.8%	Up from 81.6%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.7%	Up from 82.0%	88.0%	86.2%
Teacher attendance rate	94.2%	Down from 94.5%	95.3%	95.3%
Average teacher salary	\$41,012	Up 6.3%	\$40,153	\$39,909
Prof. development days/teacher	10.5 days	Down from 11.7 days	11.1 days	11.4 days

School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio	14.3 to 1	Down from 14.4 to 1	19.2 to 1	18.9 to 1
Prime instructional time	85.9%	Down from 88.2%	90.0%	89.7%
Dollars spent per pupil*	\$7,129	Up 3.5%	\$5,754	\$5,892
Percent spent on teacher salaries*	65.1%	No change	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Kensington Elementary School has experienced another successful year. Everyone has worked so hard, given and accomplished so much. Our "home away from home" is a great place to live and grow. Wonderful opportunities have been provided for our children, their families, faculty, and staff and we look forward to continued success.

The Kensington family continues to be innovative and diligent in our efforts to provide quality enrichment and academic assistance opportunities to our children. We have incorporated the South Carolina Standards into our lessons and unit planning. Our children continue to be challenged to work, think, and question at higher levels through a variety of learning opportunities. We continue to promote high standards and expectations for ourselves as a faculty and staff and for our children.

We continue to encourage the integration of technology into all subject areas and are proud of the progress we have made in this area. With school, district, and PTA support; we have been able to upgrade technology equipment in our classrooms and labs, which have greatly assisted us in moving closer to meeting our goals.

We also continue to enrich our children in the area of the arts through poetry, artist and musical residencies, as well as classroom instruction,

Our children also have opportunities to learn and grow in the areas of physical education and foreign language instruction. We continue to search for and provide quality services, resources, and opportunities to our children, families, faculty and staff through grants, our Waccamaw Mental Health, Kiwanis, and Rotary partnerships; as well as support from our School Improvement Council and PTA.

Thank you so much for your continued support in providing the best opportunities possible for our children. We are in this together and together we are building our children's futures.

Capers W. Johnston, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.